

1975

Establishing a General Vocational Advisory Committee for Cumberland Unit District #77

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Eastern Illinois University

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REYNOLDS BROS

ESTABLISHING A GENERAL VOCATIONAL
ADVISORY COMMITTEE FOR CUMBERLAND
UNIT DISTRICT #77

(TITLE)

BY

Robert G. Rogers

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1975

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

December 17, 1975
DATE

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Section I

INTRODUCTION

Since the beginning of vocational education, vocational educators have maintained that programs they administered were destined to obsolescence unless program goals and curriculum were continuously revised to keep pace with the World of Work. Although convictions may have been firm relative to keeping pace with change, many vocational educators have not been able, or have not desired, to transform their beliefs into functional relationships with the business and industrial complex.¹

It is now obvious that vocational education programs must implement direct lines of communication with the professions, the industrial and technical trades, the business marketing management group, the applied biological and agricultural areas, the health occupation areas, and the public services areas if they are to serve the manpower needs of an affluent American Society.

The 1968 Vocational Education Act Amendments mandate vocational education to serve the total citizenry. To do

¹Bulletin No. 7-470, Advisory Committees, Organization and Use in Vocational and Technical Education. State of Illinois, Board of Vocational and Technical Education and Rehabilitation Division of Vocational and Technical Education. March 1970. p. 2.

this, the resources of the total clientele to be served must be utilized to obtain and maintain balance and direction of program. Establishing a vocational advisory committee is the initial phase of a successful Vocational Education Program's integration of school and community resources.

This paper consists of a review of activities related to establishing a General Vocational Advisory Committee. This paper is designed to fulfill the requirements for the Field Experience (Educational Administration 6910) at Eastern Illinois University.

The writer has been employed as Principal and Assistant Superintendent of Cumberland Unit District #77 for the past five years and has been instrumental in establishing the district's General Vocational Advisory Committee. This writer has served as an ex-officio member of the Cumberland Unit District #77 Advisory Committee since its inception in 1973 and has served as secretary since its beginning.

Prior to 1973, Cumberland Unit District #77 had several advisory committees for various vocational departments. Advisory committees were formed in Agriculture, Cooperative Vocational Education, and Industrial and Technical Occupation. Of these committees, only the Vocational Agriculture committee met more than once a year. By the end of the 1973 school year, these committees were nonfunctioning.

Purpose of the Study

The purpose of this paper and intent of the writer is to describe and evaluate procedures used in establishing a General Vocational Advisory Committee for Cumberland Unit District #77.

Source of the Data

All of the data for this paper was obtained first hand by this writer from attending the vocational meetings while serving as secretary in an ex-officio capacity.

Scope of the Study

This paper will discuss the reorganization of three nonfunctional, high school occupational advisory committees into one very active general advisory committee.

Description of the Communities

Cumberland Unit District #77 is located in Cumberland County in East Central Illinois. The District itself, has 185.6 square miles of the county within its borders. The school plants are situated on forty acres between Greenup and Toledo, Illinois, on Rural Route 121. The student population is drawn from the three rural communities of Greenup, Toldo, Jewett, and the outlying areas of the district.

Cumberland Unit District #77 is largely a rural farming area but does contain a few small independently owned industries. The tri-community population of Greenup,

Jewett, and Toledo is approximately 5,600. This includes the rural outlying areas of each community.

The village of Greenup is the largest of the three communities. New business opportunities have been made available to this area because of the recent opening of Interstate Route 70. The village of Greenup has one bank, a building and loan company, two motels, three hardware stores, and several other retail businesses. A weekly newspaper serves Greenup and the surrounding area.

Toledo is situated on the geographical center of Cumberland County and serves as the county seat. It is the second largest of the tri-communities. One bank and a weekly newspaper serve Toledo and the surrounding area. Two restaurants, a hardware store, an insurance agency, two attorneys and several other retail businesses are located downtown on the square.

Jewett is the smallest of the three communities. Most of its residents are retired people, farmers, or workers in other communities. There are a few businesses remaining which provide for the daily needs of its citizens.

Profile of the School

Cumberland Unit District #77 has a Certificate of Recognition from the Illinois Office of Education. This is the highest certificate awarded to Illinois Public Schools. In addition to state recognition, Cumberland High is an accredited member of the North Central Association. A

member school is accredited for one year at a time, which is always the current year. However, its certificate of membership is valid as long as the school continues to satisfy the condition for accreditation established by the Commission on Schools and is fully approved by the legally constituted or recognized accrediting agency in the state.

Cumberland High School has a fully approved vocational program as determined by the guidelines established by the Office of the Division of Vocational and Technical Education. Of the 126 schools in Region 4, only 38 have fully approved vocational programs.

Definitions

There are two types of advisory committees most commonly functioning at the local level according to the Illinois Office of the Division of Vocational and Technical Education. One is concerned with the total vocational and technical program; the other deals with one specific program or occupational course of study.

The following definitions will be used in this field study paper:

Advisory Committee - a group of persons outside the educational profession chosen from the community to advise educators regarding an educational program.²

²Bulletin No. 7-470, Advisory Committees, Organization and Use in Vocational and Technical Education. State of Illinois, Board of Vocational and Technical Education and Rehabilitation Division of Vocational and Technical Education. March 1970. p. 2.

General Advisory Committee - a committee to advise local institutions in the development of overall vocational and technical education programs.³

Occupational Advisory Committee - a committee to advise local school officials concerning a specific vocational education program.⁴

Limitations of the Study

The fact that Cumberland Unit District #77 is a small rural school district tends to limit the results of this study. Had Cumberland Unit District #77 been a larger school district in an urban or metropolitan area, the procedures and reasons for establishing a general advisory committee might have been different.

³Ibid., p. 2

⁴Ibid., p. 3

Section II

LOG OF ACTIVITIES

It is a policy of Cumberland Unit District #77 to dismiss school early the second Wednesday of every month to have a unit faculty meeting. School is dismissed at 2:15 p.m., and teachers and administrators meet to discuss curriculum and other educational ideas.

In 1969, Cumberland Unit District #77 faculty became departmentalized in grades K-12. Departments were organized in the following areas: primary, language arts, high school English and foreign language, special education, social studies, fine arts, mathematics, science and vocational education.

The vocational education department consists of ten teachers in the areas of agriculture, business, home economics, work study programs, auto mechanics, industrial and technical trades and health occupations.

On April 11, 1973, the writer met with the vocational department during the regularly scheduled departmental meeting. The subject of this meeting was to reorganize the occupational advisory committees into one general advisory committee.

Four reasons for the establishment of a general advisory committee were presented to the vocational

department:

1. The existing advisory committees were not accomplishing the goals and objectives originally desired,
2. It was difficult to select individuals who were willing to serve on an advisory committee,
3. Many individuals were asked to serve on one or more advisory committees, and
4. One General Advisory Committee could coordinate practices and procedures for all vocational areas easier than five separate occupational advisory committees.

The vocational department members voted unanimously to request that this writer investigate further the idea of forming a General Vocational Advisory Committee for Cumberland Unit District #77.

The following day, April 12, 1973, the writer met with Unit Superintendent, Dr. Harold E. Garner, to discuss reorganizing the existing advisory committees into one general advisory committee. Dr. Garner approved the idea, and the writer was instructed to make a proposal to the Cumberland Unit District #77 Board of Education at the next board meeting.

On May 7, 1973, the writer met with the Cumberland Unit District #77 Board of Education to discuss the reorganization of advisory committees. The Board of Education was favorable to this idea and the writer was told to pursue the matter.

On May 10, 1973, the writer met with the high school

vocational department to finalize arrangements for reorganizing the advisory committees. It was decided at this meeting that members of the existing occupational advisory committees be asked to serve on the Cumberland Unit District #77 General Advisory Committee for the first year. Afterwards, the committee members would be nominated by the vocational department and board of education. A constitution was written to be submitted to the Board of Education.

On June 18, 1973, the writer met with the Cumberland Unit District #77 Board of Education to discuss the status of the general advisory council. The Board of Education made several recommendations for changes in the constitution. This writer was asked to revise the constitution as per board recommendations and present a final copy at the August board meeting.

On August 20, 1973, this writer presented the Board of Education with a revised copy of the General Advisory Committee Constitution. The Board of Education approved the constitution and the Cumberland Unit District #77 General Vocational Advisory Committee was officially formed. (See Appendix A for Constitution.)

On September 7, 1973, the writer sent letters to five individuals who were nominated to serve on the Cumberland Unit District #77 General Vocational Advisory Committee. One member was selected from each of the five areas: Business, Agriculture, Industrial, Health, and Home

Economics. A post card was enclosed with the letter for each individual to complete and return to this writer stating he or she would or would not be able to serve on the committee. Fortunately, all five members agreed to serve.

The first Cumberland Unit District #77 General Vocational Advisory Committee meeting was held at Cumberland High School on October 11, 1973, at 7:00 p.m. in the study hall. Briefly, members were introduced and Dr. Harold E. Garner, Unit Superintendent, explained the purpose for establishing the General Vocational Advisory Committee. The next meeting date was established. At the next meeting, members would approve the Cumberland Unit District #77 Vocational Advisory Committee Constitution. Jay Hayden was elected to serve as chairman for the 1973-74 year. The writer agreed to serve as secretary.

The second General Advisory Committee meeting was held at the Dutch Pantry Restaurant on November 14, 1973, at 12:30 p.m. The constitution was approved by members of the General Advisory Committee. However, the number of members of this committee was increased to eleven upon suggestions made by committee members. The advisory committee listed four priorities for the 1973-74 year. These priorities were:

1. Establish a job placement service for high school students.
2. Assist in locating training stations for work

study programs.

3. Assist administrators in developing a philosophy of career education.

4. Evaluate vocational programs and make recommendations for improvement.

On December 10, 1973, the third Cumberland Unit District #77 General Vocational Advisory Committee meeting was held at 7:00 p.m. in the high school library. Briefly, new members were introduced and brought up to date on advisory committee business. Members drew for length of term: one, two, or three years. Mrs. Marge Craig was elected as Vice-chairman.

The advisory committee expressed an interest in establishing an adult education program for the tri-communities of Greenup, Jewett, and Toledo.

This writer explained the final evaluation report of the visitation made by the Division of Vocational and Technical Education.

On January 14, 1974, the fourth Advisory Committee meeting was held at 7:00 p.m. in the high school library. Briefly, advisory committee members made recommendations concerning new courses, course content, and adult education courses. The advisory committee agreed to establish a list of community resource people who would be available to speak to elementary and high school classes. Also, the committee agreed to develop a list of possible sites to visit for field trips. The advisory council members

expressed an interest in having vocational teachers come to the next meeting to discuss their programs.

The next advisory committee meeting was scheduled for February 25, 1974.

On January 15, 1974, the writer sent a memorandum to all high school vocational teachers requesting course content information.

Four vocational teachers were assigned to speak to the advisory committee to explain their programs. Unfortunately, the February 25th meeting was canceled. The Advisory Committee did not meet the remainder of the 1973-74 school year.

During the spring of 1974, board members were asked to nominate three individuals who would replace three advisory committee members whose terms had expired.

On September 25, 1974, the writer met with the Cumberland Unit District #77 General Vocational Advisory Committee for the first meeting of the 1974-75 school year. Briefly, the General Vocational Advisory Committee reviewed the action taken on their recommendations last year. Also, Mrs. Dorothy Lawson, Project Director for the Comprehensive Illinois Occupational Education Demonstration Center, informed the committee on the progress of the program.

On October 30, 1974, the writer met with the Cumberland Unit District #77 General Vocational Advisory for the 1974-75 organizational meeting. Briefly, new members of the committees were introduced. Mrs. Marge

Craig, last year's Vice-chairman, presided over the meeting. Adult night education program was explained. Mr. Frank Adams, Dean of Community Services, Lake Land College spoke to the Advisory Committee concerning community services courses.

No meeting was held in November. On November 27, 1974, a letter was sent to each member reminding them of the December meeting.

On December 4, 1974, the writer met with the Cumberland Unit District #77 General Vocational Advisory Committee at the Dutch Pantry Restaurant. Briefly, members revised the list of businesses available in the tri-community area. Members decided to survey the communities to determine what types of adult courses would be of interest to the citizens. Members and administrators developed the questionnaire to be used.

On January 8, 1975, the writer met with the Cumberland Unit District #77 General Vocational Advisory Committee for the fourth meeting. Briefly, the members reviewed the questionnaire to be used to survey the communities for adult night education courses. Members were asked to revise a list of resource people supplied by Mrs. Dorothy Lawson. The next meeting was set for the first Wednesday in February, 1975.

On February 5, 1975, the Cumberland Unit District #77 General Vocational Advisory Committee held its monthly meeting with the writer. Briefly, Mrs. Marge Craig's

resignation was accepted. Mrs. Craig resigned due to poor health. The committee discussed preparing a pamphlet to promote the tri-community area. The pamphlet would be distributed during the National Demonstration visitation.

On March 4, 1975, the writer again met with the Cumberland Unit District #77 General Vocational Advisory Committee. Briefly, Mr. Dick Nicholson, new Assistant Principal, of Cumberland Elementary Junior High was introduced. Members discussed the survey for adult education courses. Also, the follow-up procedures used at the high school were discussed.

On April 2, 1975, the writer met with advisory committee at the Dutch Pantry Restaurant. The demonstration visitation dates for next year were established. Four dates were selected. It was decided to use this meeting as a summary meeting and to meet in May at the high school to review the vocational programs in action.

On May 7, 1975, the Cumberland Unit District #77 General Advisory Committee visited the high school vocational programs.

Section III

SELECTED ACTIVITY ANALYSES

First Year Activities 1973-74

On June 18, 1973, the writer presented the Cumberland Unit District #77 Board of Education with the constitution for the Cumberland Unit District #77 General Vocational Advisory Committee. After examining the proposed constitution, the Board of Education recommended three major changes in the constitution. They were:

1. To include in the constitution that the Board of Education is the administrative authority for vocational education programs.
2. The Advisory committee shall be limited to activities which directly concern career and vocational education.
3. The Lake Land College Lay Advisory Committee member from Cumberland be included in the Cumberland Unit District #77 General Vocational Advisory Committee membership.

These recommendations were incorporated in the Cumberland Unit District #77 General Vocational Advisory Committee Constitution. On August 20, 1973, the Cumberland Unit District #77 Board of Education approved the formulation of the General Vocational Advisory Committee. (See Appendix A for the Constitution.)

On September 7, 1973, letters were mailed to five individuals who were nominated by the Cumberland Board of Education and Cumberland High School Vocational teachers. Three of the members nominated were presently serving on existing occupational advisory committees in Agriculture, Co-operative Vocational Education, and Industrial and Technical Occupation. Two individuals were nominated to include the areas of Personal and Public Services and Health Occupations.

The first Advisory Committee meeting was held in the Cumberland High School library at 7:00 p.m. on October 11, 1973. Members were asked to render a service to Cumberland Unit District #77 school district by:

1. Assisting the school district in establishing a philosophy in regard to career and occupational education.
2. Helping to determine educational goals and requirements pertaining to the community in relation to each student.
3. Helping to promote good will between the community and the school.
4. Advising in the development of educational objectives for particular instructional programs.
5. Assisting in the evaluation of existing educational programs in respect to community requirements.
6. Identifying potential training stations for the placement of students in work study programs.
7. Assisting in the formulation of a list of

resource personnel to speak to various classes concerning careers or vocational topics.

8. Assisting in establishing a list of places of interest within the community to be used for field trips.

The Advisory Committee met in November, December, and January of the 1973-74 school year. Due to a conflict, the Advisory Committee did not meet again during the 1973-74 school year. However, the following activities were accomplished during the first year.

1. The Advisory Committee was expanded from five to eleven members. This recommendation was made by the Advisory Committee. Two members were selected in each of the five occupational areas. The eleventh member was Cumberland Unit District #77's Lay Advisory Committee member to the Lake Land College Board.

2. Several training stations were located for the various work study programs.

3. Established a job placement service for high school students.

4. Initiated a plan to develop adult night education programs at Cumberland High School.

During the first year the Advisory Council members were given an orientation to the vocational programs. Plans were made for vocational teachers to explain their programs to the advisory committee. The Vocational Advisory Committee felt they should refrain from making recommendations this year until they became more

knowledgeable about various vocational curriculum offerings. Members felt this was necessary in order to be more accurate in the identification of weaknesses and deficiencies in programs. They concentrated their efforts in establishing adult night education programs.

Second Year Activities 1974-75

After the selection of the new Advisory Committee members, it was decided in the September organizational meeting to establish the first Wednesday of each month as the regular meeting date for the Cumberland Unit District #77 General Vocational Advisory Committee. Because of personal conflicts, it was decided that these meetings should be held during the noon hour.

The following is a synopsis of activities which the Advisory Committee was involved in during the second year:

1. Surveyed the community to determine areas of interest for adult night courses. (See Appendix B.)
2. Expanded the course offering for adult night education program.
3. Developed a follow-up instrument to be used for Cumberland High School graduates. (See Appendix C.)
4. Developed a questionnaire for employers' use in evaluating students employed through work study programs. (See Appendix D.)
5. Developed a pamphlet promoting the communities

of Greenup, Toledo, and Jewett, Illinois, to be distributed to businesses and visitors of the Comprehensive Illinois Occupational Education Demonstration Center.

During the second year, the advisory committee concentrated their efforts around adult night education and non-curricular areas. However, the writer feels the advisory committee members were knowledgeable enough to evaluate vocational programs. Comments made by various committee members were an indication to the administration that the committee was beginning to move its attention to the curricular offerings of the various vocational programs.

Third Year Activities 1975-76

The following is a summary of the activities initiated, planned for or implemented during this school year:

1. Development of a community resources file for career and vocational education.
2. Expanded the adult night education program to include the General Education Development Program for individuals who did not complete high school.
3. Assisted in the planning for the first demonstration conference presented by the Comprehensive Illinois Occupational Education Demonstration Center at Cumberland Unit District #77 and Lake Land Junior College.
4. Established the first Monday of each month as the

meeting date for the Chairman, Vice-chairman, and Vocational Director for the purpose of planning the agenda for the monthly meeting of the advisory committee.

5. Established dates for presentations of vocational programs by appropriate vocational teachers.

6. Assisted the administration in evaluation of Guidance procedures.

After three years, the advisory committee has become an integral part of the evaluative machinery used for strengthening the total vocational program. The committee's efforts will now move from an activity oriented level to one dealing with the analyzation of curricular offerings with the purpose of identifying strengths and weaknesses of each program.

Section IV

RECOMMENDATIONS AND CONCLUSIONS

An advisory committee composed of interested, able, and concerned citizens is the most productive and relevant method to involve the community in education. It provides a direct line of communication between the community and the school.

The administration authority for vocational education still rests with local boards of education. The primary function of the local advisory committee is to advise the administration and instructional staff in planning, implementing, and maintaining vocational education programs.

The development of the Cumberland Unit District #77 General Vocational Advisory Council was a slow process. Getting teachers, administrators, and board of education members to select responsible individuals to serve on any committee is a difficult task. Each group has different ideas concerning purposes, functions, membership qualifications, etc., and it is the duty of the administration to unify all groups to achieve the tasks desired.

These suggested steps in organizing and implementing an advisory committee could be used to avoid various pitfalls:

1. Have a clearly defined purpose for establishing the committee. Goals and objectives should be developed to ascertain proper evaluation.

2. The local board of education should give formal authorization for the advisory committee. This authorization should be secured through the chief administrative officer of the district.

3. The committee membership should be selected through nominations made by teachers and members of the board of education. Criteria for membership should be determined before teachers and board members are asked to nominate citizens for service.

4. Members who are nominated to serve on the advisory committee should be notified by mail of their appointment. A post card should accompany the letter of nomination so the individual may notify the school district of his acceptance to serve. The letter should include the date, time, and place of the initial meeting.

5. The first meeting should be an organizational meeting. Members should be told of the purpose and functions of the committee. The constitution should be discussed and officers should be selected.

The time and frequency of meetings should be established at the first meeting. Also, committee members should have input into future agendas.

After the advisory committee has been established, several of these procedures should be followed to ensure

proper working relationships between administrators and committee members:

1. The committee should operate within the framework of the constitution. Committee members should have input into the development of the advisory committee constitution.

2. Meetings should be as informal as possible while at the same time maintaining a professional attitude toward outcomes and goals established by the committee.

3. If the committee is to be worthwhile and functional, the committee should hold regular meetings. The frequency of meetings depends upon the size of the committee and the functions assigned or desired.

4. An agenda should be prepared for each advisory committee meeting. Both administrators and committee members should have input into the agenda.

5. One administrator should have the sole responsibility of coordinating "school input" and he should meet with the chairman to plan and discuss the agenda.

6. Meetings should be as informal as possible. Once the committee begins to function properly, administrators should not dominate the meeting. Minutes of the meeting should be mailed to members, administrators, and board president or secretary. It might be advisable to include a board member on the committee.

7. A handbook of pertinent information should be distributed to each member. Such information should include

philosophy, curriculum, advisory committee constitution and other information the school district feels that will be vital for a successful committee.

8. Subcommittees can be used throughout the year. This can expedite the process.

The Cumberland Unit District #77 General Vocational Advisory Committee has been very effective and useful during its short existence. The input provided into the vocational curriculum has strengthened the total vocational program. Also, the committee has provided good public relations for Cumberland Unit District #77.

The committee has offered suggestions for curriculum revisions; suggestions for total program changes; suggestions for guidance and student registration procedures; and has initiated action toward developing adult night programs for the tri-community area of Greenup, Toledo, and Jewett, Illinois.

Overall, the General Advisory Council provides a communication necessary to establish good rapport between the community and the school. Members, by applying their specialized knowledge and skills in their area of expertise strengthened vocational programs and provided valuable information and resources to instructional staff and administration.

APPENDIX A

CONSTITUTION AND BY-LAWS OF CUMBERLAND
VOCATIONAL ADVISORY COMMITTEE

CONSTITUTION AND BY-LAWS
OF
CUMBERLAND VOCATIONAL ADVISORY COUNCIL
TOLEDO, ILL. - GREENUP, ILL.

SECTION A. Purposes

Article I. The Administrative authority for vocational education is vested in the local Board of Education. The primary function of the Advisory Council is to advise the administrative staff in planning, implementing and maintaining vocational and technical education programs. The Vocational Advisory Council shall exist for only such time as it is authorized by the Board of Education.

Article II. The Advisory Council may direct its advice toward the Board of Education through the Administrative personnel of Cumberland Unit District #77. It shall be limited to activities which directly concern career and vocational education.

Article III. The Cumberland Unit District #77 Vocational Advisory Council will render service to the the school, its students, instructors, and administrators by:

- a. Advising on the development of policy and local philosophy in regard to career and occupational programs.
- b. Helping to determine educational goals and requirements pertaining to the community in relation to each student.
- c. Helping to establish and maintain good communications between the school and community.
- d. Advising in the development of educational objectives for particular instructional programs.
- e. Assisting in the evaluation of existing educational programs in respect to community requirements.
- f. Assisting in the evaluation of individual career accomplishments of Cumberland High School graduates.

SECTION B. MEMBERSHIP

Article I. The Vocational Technical Advisory Council shall consist of selected members within the community and the Lake Land College Lay Advisory Council member from Cumberland.

Article II. All Administrative personnel will serve as ex-officio members.

Article III. Members shall be nominated by the Vocational/Technical teachers and Cumberland Board of Education.

Article IV. Members shall be notified of their appointment by the Principal.

Article V. Each appointment for Advisory Council member shall be for one, two, or three year term. (Members will draw for length of term.)

Article VI. The term of a new council member shall begin September 1.

SECTION C. MEETINGS

Article I. An organizational meeting will be called in September of each school year. The first Wednesday of each month will be the regular meeting date. Time and place of meeting will be set accordingly.

Article II. Meetings shall not be more than two hours long unless a majority of the council members vote to continue a particular meeting.

Article III. "Roberts Rules of Order" shall govern the parliamentary procedure of this organization. Recommendations and reports made in the name of the Vocational Advisory Council shall require approval from the majority of membership before their release.

Article IV. The procedure for meetings will be as follows:

1. Call to order by chairman
2. Secretary read minutes of last meeting
3. Report of prescribed activities since last meeting
4. Comments from Administrators
5. Comments from Advisory Council members
6. Old business from last meeting
7. New business and plan of action
8. Adjournment

SECTION D. OFFICERS AND THEIR DUTIES

Article I. A chairman and vice-chairman will be elected from the council members. One administrator will serve as secretary.

Article II. The chairman and vice-chairman will be selected during the September meeting. Their term of office shall be for one year.

Article III. The chairman shall be selected from these voting members of the council and his duties shall be:

- a. preside at the meetings of the council
- b. appoint special sub-committees of the council

Article IV. The Vice-chairman shall perform the duties of the chairman when he is unable to perform them.

Article V. The Vocational Advisory Council shall request the administration to obtain the service of any qualified educational consultant needed to assist the Council in accomplishing its purpose and for performing its duties.

APPENDIX B

ADULT EDUCATION SURVEY

HI-LITES

CUMBERLAND UNIT

DISTRICT NO. 77

ADMINISTRATIVE NEWSLETTER

ATTEND NIGHT CLASS

TITLE I

Dear Citizen:

and

Cumberland Unit District #77 Administration and Vocational Advisory Council are surveying the community to determine the types of night classes that could be offered at Cumberland Unit District #77.

VOCATIONAL ADVISORY COUNCIL

MEMBERS ARE:

Would you please mail this self-addressed survey to the high school office by February 5, 1975? We appreciate your time in answering this survey. Your response will assist us in providing the variety of courses necessary to meet the needs of the community.

Victor E. Stewart, Jr.
Carroll Ervin
Dr. L. E. Massie
Jean Anne Green
Jay Hayden
Bob Scott
Marjorie Craig
Rita Lapan
Rex Evans
Larry Stults
Gary Grissom

1. Would you be interested in attending night courses at Cumberland High School?
2. Would you be interested in college credit?
3. Would you be interested in a course that meets once a week for three hours for fifteen weeks?
4. Would you be interested in a course that would meet less than fifteen weeks?
5. What particular day of the week would be most convenient for you to take this course?
6. What would be the most convenient starting time for this course for you?
7. Would you be interested in taking a course during the summer months?

ASK SOMEONE WHO HAS TAKEN A COURSE
SEWING:

1. Marge Craig
2. Helen Hayden
3. Martha Grant
4. Lillian Shafer
5. June Nelson
6. Frances Short
7. Florence Waldrip
8. Becky Evans

Please circle the number of the course in which you would be interested in taking. The following courses meet from one to five weeks and are noncredit courses. Also, include which month of the year would be best for you to take this course.

Jan. Feb. Mar. Apr. May. Jun. Jul. Aug. Sep. Oct. Nov. Dec.

01. Learning to Sail Safely
02. Practical Horticulture
03. Financial Problems: Local Government Units
04. Creative Arts for Children
05. Duties and Responsibilities: Local Government Units
06. Rural Development: Special Problems
07. Community Development: Special Problem Areas
08. Revenue Sharing
09. Leadership Training for Local Organizations
10. How to Instill Self-Discipline in Children
11. Community Recreation Development
12. Understanding Childhood Behavior
13. Home Repairs: Electrical
14. Home Repairs: Carpentry
15. Home Repairs: Special Climate Protection
16. Defensive Driving for Older Americans
17. Estate Planning and Wills
18. Health and Nutrition for Older Americans
19. Psychological Problems of Aging

21. Personal Budgeting on a Fixed Income
22. Taxes and Fixed Income
23. Public Assistance for Mature Adults
24. Creative Exercise for Young Children
25. Exploring Educational and Service Opportunities
26. Consumer Protection and Buying
27. Man and His Environment
28. First Aid for Home Safety: Children
29. Defensive Driving: Family Safety
30. Health Care: Family Care and Nutrition
31. Art History and Demonstrations
32. Civilization: A Cultural Approach
33. Communicating Between Parent and Child
34. Sensory Development in Small Children
35. Developing a Child's Self-Concept
36. Metric System
37. Creative Writing
38. Community Theater
39. Social Planning
40. Introduction to Art Media
41. Notehand I
42. Notehand II
43. Personal Development
44. Boating Safety
45. Bass Fishing Techniques
46. Family History II
47. Basic Photography
48. Needlecraft
49. Cake Decorating
50. Oil Painting II
51. Introduction to Film and Film Making
52. Farm Management

The following courses meet for fifteen weeks and are college credit courses:

01. Ceramics
02. Oil Painting
03. Woodworking and Home Repairs
04. Sewing - Advanced, Intermediate, and Beginning
05. Welding and Mechanics

ASK SOMEONE WHO HAS TAKEN A COURSE

Please list below any courses which you might be interested in which are not included on the above list.

HOME REPAIRS:

- | | |
|------------------|---------------------|
| 1. Addi Rogers | 1. Ester Hill |
| 2. Judy Johnson | 2. Alice Throneburg |
| 3. Marilyn Scott | 3. Holly Glosser |
| 4. Alice Croft | 4. Gary Morgan |
| 5. Beverly Kuhn | 5. Amos Cutright |
| 6. Bob Blade | |
| 7. Barbara Flood | |

For more information, call Bob Rogers, Principal, Cumberland High School at 923-3133 or 849-2851.

Fold the sheet in thirds with the address on the outside. Put scotch tape or staple in the top of the folded sheet.

Cumberland High School
R. R. 1
Toledo, Illinois 62468

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APPENDIX C

FOLLOW-UP QUESTIONNAIRE FOR CUMBERLAND
HIGH SCHOOL GRADUATES

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

Dear Graduate:

Each year the Cumberland High School staff asks graduates to evaluate their school education. Many of the graduates provide us with valuable information that assists us in changing our curriculum to meet the interest and needs of our students. This year we would also like to have your employer evaluate your high school preparation for the job you now hold. Your permission is requested on the back of this survey. We will appreciate your completing this questionnaire and returning it to the high school office in the attached postage prepaid envelope. Thank you for participating in our follow-up survey of Cumberland High School Graduates.

A. Please Check (✓) the Appropriate Answer (s)

1. Occupational Status

- a. ☐ Going to school
- b. ☐ Working full time
- c. ☐ Working part time
- d. ☐ Looking for a job
- e. ☐ Undecided what you want to do
- f. ☐ In the military service
- g. ☐ Homemaker
- h. ☐ Other _____

2. Courses taken at CHS in:

- a. ☐ Industrial Arts
- b. ☐ Business
- c. ☐ Agriculture
- d. ☐ Health Occupations
- e. ☐ Home Economics
- f. ☐ English
- g. ☐ Social Studies
- h. ☐ Science
- i. ☐ Math

B. For Everyone

1. Rate the assistance you received while at Cumberland High School: (Circle the number of the response that best describes that assistance)

Very Helpful
 Helpful
 Some Help
 No Help
 Never Asked
 for Help

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | a. Planning your high school programs |
| 1 | 2 | 3 | 4 | 5 | b. Information about occupations |
| 1 | 2 | 3 | 4 | 5 | c. Information about entering college, technical school, or armed forces |
| 1 | 2 | 3 | 4 | 5 | d. Interpretation of test scores |
| 1 | 2 | 3 | 4 | 5 | e. Information about scholarships, grants and apprenticeships |
| 1 | 2 | 3 | 4 | 5 | f. Filling out applications |
| 1 | 2 | 3 | 4 | 5 | g. Getting a job |
| 1 | 2 | 3 | 4 | 5 | h. Personal problems |
| 1 | 2 | 3 | 4 | 5 | i. High School training for job |
| 1 | 2 | 3 | 4 | 5 | j. Other. Please explain _____ |

2. What was hardest for you when you first began working (Circle only ONE)

- 1. Learning where things were located, the routine, how machines operate, job terminology, etc.
- 2. Performing certain job tasks
- 3. Speed
- 4. Getting along with the public (patients, customers)
- 5. Working with fellow workers
- 6. Patience, courtesy, initiative, self-control
- 7. Making decisions
- 8. Managing time efficiently
- 9. Learning to do things the bosses' way
- 10. Self-confidence, overcoming nervousness
- 11. Nothing
- 12. Everything

3. Did you have a job while you were in high school? Yes ☐ No ☐
4. Was it a job sponsored by one of the school work programs? Yes ☐ No ☐
5. What types of work did you do? _____

6. Did the preparation you received at Cumberland High School prepare you for what you are doing now?
 Yes ☐ No ☐ Please comment: _____

7. If you had it to do over in preparing for the future, what changes would you make in your High School preparation? _____

8. What courses would you like to see added to our curriculum? _____

C. For Those Who Continued Their Education

1. Name of school _____ 2. Where _____ 3. Date Entered _____
4. Type of school _____ 5. Area of study _____
6. Circle highest grade level completed: 12 13 14 15 16 17

D. For Those Who Entered the Service

1. Which branch are you in? _____ Enlisted _____ Drafted _____
2. Do you plan to make the military your career? Yes _____ No _____
3. Are you receiving training for a future job? Yes _____ No _____
Explain _____

E. For Those Employed

1. Present job title and/or job description _____
2. Employed by _____ Length of Employment _____
3. Address _____
Street _____ City _____ State _____ Zip _____
4. What other jobs have you held since leaving Cumberland High School? _____

- F. In order to gain additional information as to the quality of our occupational preparation programs, we wish to send a similar survey to your present employer. Do we have your permission to use your name as a graduate of our programs and an employee of theirs? Yes _____ No _____ Signature _____

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

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APPENDIX D

EMPLOYER SURVEY OF CUMBERLAND

HIGH SCHOOL WORK-STUDY

STUDENTS

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

Dear Employer:

Each year the Cumberland High School staff asks graduates to evaluate their high school education. Many of the graduates provide us with valuable information that assists us in changing our curriculum to meet the interest and needs of our students. This year we are asking the employers to render a vital service to public education by evaluating the job preparation of those graduates (permission to send a survey to the employer was given by the graduate). We will appreciate your completing this questionnaire and returning it to the high school office in the accompanying postage prepaid envelope. Thank you for participating in the Follow-up Study of Cumberland High School Graduates.

1. Is _____ an employee of yours? Yes _____ No _____

If no:

a.	Was this person ever employed by you?	Yes _____	No _____
b.	For how long?	_____	
		(Number of Months)	
c.	Reason for leaving your employ	_____	

d.	Name and address of his current employer (if known)	_____	

Complete all questions you can, even if the person is no longer in your employment

2. What is your position in relation to the employee named above?

Employer _____ Supervisor _____ Other _____ (write in)

3. What is the title of the job for which this employee was hired? _____

4. Length of time in your employment. _____

5. Please rate this employee's preparation for the job for which he was hired:

No preparation	Inadequate Preparation	Adequate Preparation	Exceptional Preparation	Not Applicable
----------------	------------------------	----------------------	-------------------------	----------------

- | | | | | | | |
|---|---|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 | | a. Job know-how: application of technical knowledge and skill |
| 1 | 2 | 3 | 4 | 5 | | b. Use of tools and equipment |
| 1 | 2 | 3 | 4 | 5 | | c. Selection and care of space, materials, and supplies |
| 1 | 2 | 3 | 4 | 5 | | d. Quality of work: ability to meet quality demands |
| 1 | 2 | 3 | 4 | 5 | | e. Quantity of work: satisfactory output |
| 1 | 2 | 3 | 4 | 5 | | f. Cooperativeness: ability to work with others |
| 1 | 2 | 3 | 4 | 5 | | g. Accepting advice and supervision |
| 1 | 2 | 3 | 4 | 5 | | h. Dependability: thorough completion of a job without supervision |
| 1 | 2 | 3 | 4 | 5 | | i. Initiative: doing jobs that need doing |
| 1 | 2 | 3 | 4 | 5 | | j. Attendance: reporting for work regularly and punctually |
| 1 | 2 | 3 | 4 | 5 | | k. Appearance: presenting a business image |
| 1 | 2 | 3 | 4 | 5 | | l. Willingness to learn new skills |
| 1 | 2 | 3 | 4 | 5 | | m. Being able to talk to the boss about job related problems |
| 1 | 2 | 3 | 4 | 5 | | n. Serving the public, patient, etc. |
| 1 | 2 | 3 | 4 | 5 | | o. Safety habits: minimizing chance for accidents |
| 1 | 2 | 3 | 4 | 5 | | p. Integrity: trustworthy, honest, and loyal |
| 1 | 2 | 3 | 4 | 5 | | q. Leadership: qualities of understanding people and directing work of others |

6. How would you rate the preparation of the employee named above for the kind of job held?

Very adequate _____ Adequate _____ Inadequate _____

7. What was the hardest for this employee to learn when he first began working (circle only ONE)
1. Learning where things were located, the routine, how machines operate, job terminology, etc.
 2. Performing certain job tasks
 3. Speed
 4. Getting along with the public (patients, customers)
 5. Working with fellow workers
 6. Patience, courtesy, initiative, self-control
 7. Making decisions
 8. Managing time efficiently
 9. Learning to do things the bosses' way
 10. Self-confidence, overcoming nervousness
 11. Nothing
 12. Everything
8. Make additional comments or suggestions that would improve the High School work preparation program. _____
- _____
- _____

FOLLOW-UP STUDY OF CUMBERLAND HIGH SCHOOL GRADUATES

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